

**Program Standards and Matrix
INITIAL PROGRAMS IN SPECIAL EDUCATION
& SPECIAL EDUCATION (ADVANCED)**

ND ESPB Standards	
<p>COMMON CORE</p> <p>CC.1. The program requires the study of philosophical, historical, and legal foundations of special education, including:</p> <ol style="list-style-type: none"> 1) Models, theories, and philosophies that provide the basis for special education practice. 2) Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling. 3) Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds. 4) Assurances and due process rights related to assessment, eligibility, and placement. 5) Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs. <p>The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.</p> <p>CC.2. The program requires the study of characteristics of learners, including:</p>	

- 1) Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.
- 2) Differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities.
- 3) Characteristics of normal, delayed, and disordered communication patterns of individuals with exceptional learning needs.
- 4) Effects an exceptional condition(s) may have on an individual's life.
- 5) Characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
- 6) Effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities.
- 7) Educational implications of characteristics of various exceptionalities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

CC.3.

The program requires the study of assessment, diagnosis, and evaluation, including:

- 1) Basic terminology used in assessment.
- 2) Ethical concerns related to assessment.
- 3) Legal provisions, regulations, and program standards regarding assessment of individuals.
- 4) Typical procedures used for screening, pre-referral, referral, and classification.
- 5) Appropriate application and interpretation of scores, including grade score versus standard score, percentile ranks, age/grade equivalents, and standings.
- 6) Appropriate use and limitations of each type of assessment instrument.
- 7) Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs.
- 8) The relationship between assessment and placement decisions.
- 9) Methods for monitoring progress of individuals with exceptional learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

CC.4.

The program requires the study of instructional content and practice, including:

- 1) Differing learning styles of individuals with exceptional learning needs and how to adapt teaching to these styles.
- 2) Demands of various learning environments such as individualized instruction in general education classes.
- 3) Curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills for individuals with exceptional learning needs.
- 4) Instructional and remedial methods, techniques, and curriculum materials.
- 5) Techniques for modifying instructional methods and materials.
- 6) Life skills instruction relevant to independent, community, and personal living and employment.
- 7) Cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

CC.5.

The program requires the study of planning and managing the teaching and learning environment, including:

- 1) Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs.
- 2) Research-based best practices for effective management of teaching and learning.
- 3) Ways in which technology can assist with planning and managing the teaching and learning environment.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

CC.6.

The program requires the study of managing student behavior and social interaction skills, including:

- 1) Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of behaviors of individuals with exceptional learning needs.
- 2) Ethical considerations inherent in behavior management.
- 3) Teacher attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs.
- 4) Social skills needed for educational and functional living environments and effective instruction in the development of social skills.
- 5) Strategies for crisis prevention/intervention.
- 6) Strategies for preparing individuals to live harmoniously and productively in a multiclass,

multiethnic, multicultural, and multinational world.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

CC.7.

The program requires the study of communication and collaborative partnerships, including:

- 1) Factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program.
- 2) Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns.
- 3) Development of individual student programs working in collaboration with team members.
- 4) Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program.
- 5) Ethical practices for confidential communication to others about individuals with exceptional learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

CC.8.

The program requires the study of professionalism and ethical practices, including:

- 1) Personal cultural biases and differences that affect one's teaching.
- 2) Importance of the teacher serving as a model for individuals with exceptional learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

CC.9

The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

19020 DEAF OR HARD OF HEARING

19020.1. The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students who are deaf or hard of hearing, including:

- 1) Current educational definitions of students with hearing loss, including identification criteria, labeling issues, and current incidence and prevalence figures.
- 2) Models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for educational practice(s) for students who are deaf or hard of hearing, as consistent with program philosophy.
- 3) Variations in beliefs, traditions, and values across cultures and within society, and the effect of the relationships among children who are deaf or hard of hearing, their families, and schooling.
- 4) Issues in definition and identification procedures for individuals who are deaf or hard of hearing (e.g., cultural versus medical perspective).
- 5) Rights and responsibilities (e.g., Deaf Children's Bill of Rights) of parents, students, teachers, and schools as they relate to students who are deaf or hard of hearing.
- 6) The impact of various educational placement options (from the perspective of the needs of any given child who is deaf or hard of hearing and consistent with program philosophy) with regard to cultural identity and linguistic, academic, and social-emotional

development.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19020.2. The program requires the study of characteristics of learners who are deaf or hard of hearing, including:

- 1) Communication features (visual, spatial, tactile, and/or auditory) salient to the learner who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development.
- 2) Research in cognition related to children who are deaf or hard of hearing.
- 3) Cultural dimensions that being deaf or hard of hearing may add to the life of a child.
- 4) Various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences in students who are deaf or hard of hearing.
- 5) Effects of families and/or primary caregivers on the overall development of the child who is deaf or hard of hearing.
- 6) Effects that onset of hearing loss, age of identification, and provision of services have on the development of the child who is deaf or hard of hearing.
- 7) Impact of early comprehensible communication on the development of the child who is deaf or hard of hearing.
- 8) Recognition that being deaf or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
- 9) The differences in quality and

quantity of incidental language/learning experiences that children who are deaf or hard of hearing may experience.

- 10) Effects of sensory input on the development of language and cognition of children who are deaf or hard of hearing.

Performance assessments: None in addition to Common Core.

19020.3. The program requires the study of assessment, diagnosis, and evaluation of children who are deaf or hard of hearing, including:

- 1) Specialized terminology used in the assessment of children who are deaf or hard of hearing.
- 2) Components of an adequate evaluation for eligibility placement and program planning (e.g., interpreters, special tests) decisions for students who are deaf or hard of hearing.
- 3) Legal provisions, regulations and program standards regarding unbiased diagnostic assessment, and use of instructional assessment measures with students who are deaf or hard of hearing.
- 4) Special policies regarding referral and placement procedures (e.g., Federal Policy Guidance, October 30, 1993) for students who are deaf or hard of hearing.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19020.4. The program requires the study of instructional content and practice related to teaching students who are deaf or hard of hearing, including:

- 1) Sources of specialized materials for students who are deaf or hard of hearing.
- 2) Components of the nonlinguistic and linguistic communication that students who are deaf or hard of hearing use.
- 3) The procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (consistent with program philosophy).
- 4) Information related to American Sign Language (ASL) and existing communication modes used by students who are deaf or hard of hearing.
- 5) Current theories of how languages (e.g., ASL and English) develop in both children who are hearing and those who are deaf or hard of hearing.
- 6) Subject matter and practices used in general education across content areas.
- 7) Ways to facilitate cognitive and communicative development in students who are deaf or hard of hearing (e.g., visual saliency) consistent with program philosophy.
- 8) Techniques of stimulation and utilization of residual hearing in students who are deaf or hard of hearing consistent with program philosophy.
- 9) Research-supported instructional strategies and practice for teaching students who are deaf or hard of hearing.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19020.5. The program requires the study of planning and managing the teaching and learning environment for students who are deaf or hard of hearing, including:

- 1) Deaf cultural factors that may influence classroom management of students who are deaf or hard of hearing.
- 2) Model programs, including career/vocational and transition, that have been effective for students with hearing losses.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19020.6. The program requires the study of managing student behavior and social interaction skills related to students who are deaf or hard of hearing, including:

- 1) Processes for establishing ongoing interactions of students who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.
- 2) Opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, state, and national levels.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19020.7. The program requires the study of communication and collaborative partnerships related to the needs of students who are deaf or hard of hearing, including:

- 1) Available resources to help parents of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children.
- 2) Roles and responsibilities of teachers and support personnel in educational practice for students who are deaf or hard of hearing (e.g., educational interpreters, tutors, and note-takers).
- 3) Effects of communication on the development of family relationships and strategies used to facilitate communication in families with children who are deaf or hard of hearing.
- 4) Services provided by governmental and non-governmental agencies or individuals in the ongoing management of children who are deaf or hard of hearing.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19020.8. The program requires the study of professionalism and ethical practices related to the education of students who are deaf or hard of hearing, including:

- 1) The process for acquiring the needed skills in modes/philosophies of education of students who are deaf or hard of hearing in which an individual was not prepared.

2) Consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19037 EARLY CHILDHOOD SPECIAL EDUCATION

Programs that prepare teachers in Early Childhood Special Education must meet the following standards which reflect the recommendations of the Council for Exceptional children (CEC) and National Association for the Education of Young children (NAEYC). Additional information on the conceptual base recommended by these professional organizations for Early Childhood Special Education appears in Personal Standards for Early Childhood and Early Intervention: Guidelines for Licensure in Early Childhood Special Education (DEC, NAEYC, & ATE, 1995).

19037.1. The program requires the study of philosophical, historical, and legal foundations of special education related to the conceptual base for early childhood special education and early intervention. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19037.2. The program requires the study of characteristics of learners in early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19037.3. The program requires the study of assessment, diagnosis, and evaluation in early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19037.4. The program requires the study of instructional content and practice related to early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19037.5. The program requires the study of planning and managing the teaching and learning environment in early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19037.6. The program requires the study of managing student behavior and social interaction skills in early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19037.7. The program requires the study of communication and collaborative partnerships related to the needs of early childhood special education students. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19037.8. The program requires the study of professionalism and ethical practices related to the education of young children with special needs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19040 EMOTIONAL DISTURBANCE

19040. 1. The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students with emotional disturbance, including:

- 1) Current educational terminology and definitions of students with emotional disturbance (ED), including the identification criteria and labeling controversies, utilizing professional accepted classification systems, and current incidence and prevalence figures.
- 2) Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare.
- 3) Differences between etiology and diagnosis unique to a variety of theoretical approaches (biophysical, psychodynamic, behavioral, ecological) and their application for students with ED.
- 4) The historical foundations and classic studies, including the major contributors, that undergird the growth and improvement of knowledge and practices in the field of ED.
- 5) The legal system to assist students with ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19040.2. The program requires the study of characteristics of learners with emotional disturbance, including:

- 1) Physical development, physical disability, and health impairments as they relate to the development and behavior of students with ED.

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| <ol style="list-style-type: none">2) Major social characteristics of individuals with ED.3) The effects of dysfunctional behavior on learning, and the differences between emotional disturbance and other disabling conditions. <p>Performance assessments: None in addition to Common Core.</p> <p>19040. 3. The program requires the study of assessment, diagnosis, and evaluation of students with emotional disturbance, including:</p> <ol style="list-style-type: none">1) Essential characteristics of valid behavior ratings scales.2) Processes involved in the diagnosis of students with ED, including academic and social behaviors in accordance with the current Diagnostic and Statistical Manual of Mental Disorders (DSM).3) Specialized terminology used in the assessment of ED.4) Legal provisions, regulations, and program standards regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with students with ED.5) Specialized policies regarding screening, referral, and placement procedures for students with ED. <p>The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.</p> <p>19040.4. The program requires the study of instructional content and practice related to teaching students with emotional disturbance, including:</p> <ol style="list-style-type: none">1) Appropriate ways to apply research about students with ED in the classroom. | |
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- 2) Sources of specialized materials for students with ED.
- 3) Research-supported instructional strategies and practices for teaching students with ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19040.5. The program requires the study of planning and managing the teaching and learning environment for students with emotional disturbance, including:

- 1) Model programs, including career/vocational and transition, that have been effective for students with ED.
- 2) Issues, resources, and techniques used to integrate students with ED into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19040.6. The program requires the study of managing student behavior and social interaction skills for students with emotional disturbance, including:

- 1) Rationale for selecting specific management techniques for individuals with ED.
- 2) Continuum of alternative placements and programs available to students with ED; state, provincial, and local services available; and the advantages and disadvantages of placement options and programs within the continuum of services.

- 3) The theory behind reinforcement techniques and its application to teaching students with ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19040.7. The program requires the study of communication and collaborative partnerships related to the needs of students with emotional disturbance, including:

- 1) Sources of unique services, networks, and organizations for students with ED.
- 2) Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to students with ED.
- 3) Collaborative and/or consultative role of the special education teacher in the reintegration of students with ED (e.g., classroom/instructional modifications).
- 4) Types and importance of information generally available from family, school officials, legal system, departments of social and health services, and mental health agencies.
- 5) Role of professional groups and referral agencies in identifying, assessing, and providing services to children and youth with ED (e.g., mental health, corrections).

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19040.8. The program requires the study of professionalism and ethical practices related to the teaching of students with emotional disturbance, including:

- 1) Consumer and professional organizations, publications, and journals relevant to the field of ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19060 GIFTED EDUCATION

19060.1. The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students with gifts or talents, including:

- 1) The historical foundations and classic studies, including the major contributors, that undergird the growth of knowledge and practices in the field of gifted education.
- 2) Current educational definitions of students with gifts and talents, including identification criteria, labeling issues, and current incidence and prevalence figures.
- 3) Policies and issues at the national, state, and local levels that affect the education of students with gifts or talents.
- 4) The impact of various educational placement options on individual students with gifts and talents with regard to cultural identity or economic class and physical, linguistic, academic and social-emotional development.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19060.2. The program requires the study of characteristics of learners with gifts or talents, including:

- 1) Cognitive processing and affective characteristics of learners gifted in intellectual, creative, leadership, specific academic, visual/performing arts, and psychomotor domains.

- 2) Enrichment and acceleration needs of gifted learners in required subject areas as compared with the needs of the general population of learners.
- 3) Cognitive and affective characteristics of "twice exceptional" special populations of gifted learners, such as culturally diverse, economically disadvantaged learners with learning, physical, or behavioral disabilities.
- 4) The impact of multiple exceptionalities that result in additional sensory, motor, and/or learning needs.
- 5) Effects of families and/or primary caregivers on the overall development of the child.

Performance assessments: None in addition to Common Core.

19060.3. The program requires the study of assessment, diagnosis, and evaluation of students with gifts or talents, including:

- 1) Specialized terminology used in the assessment of students with gifts and talents.
- 2) Legal provisions, regulations, and program standards regarding unbiased assessment and the use of instructional assessment measures with students with gifts and talents.
- 3) Specialized policies regarding referral and placement procedures for students with gifts and talents.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19060.4. The program requires the study of instructional content and practice related to the teaching of students with gifts or talents, including:

- 1) Research-supported instructional strategies and practices (e.g., conceptual development, accelerated presentation pace, minimal drill and practice) for students with gifts or talents.
- 2) Sources of specialized materials for students with gifts or talents.
- 3) Processes for designing opportunities for learners with gifts and talents to participate in community-based service learning for the development of ethics and social responsibility.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19060.5. The program requires the study of planning and managing the teaching and learning environment for students with gifts and talents, including:

- 1) Research-supported ability and achievement grouping practices and model programs, including career/vocational and transition (e.g. mentorships), that have been effective for students with gifts and talents.
- 2) Curriculum and program planning models and research-supported accelerated practices that have been effective for students with gifts or talents.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19060.6. The program requires the study of managing student behavior and social interaction skills as noted in Common Core standard 8.11.CC.6.

Performance assessments: None in addition to Common Core.

19060.7. The program requires the study of communication and collaborative partnerships related to the education of students with gifts and talents, including:

- 1) Sources of unique services, networks, and organizations for students with gifts or talents.
- 2) Principles of communication and collaboration and the role of the teacher within the various team models (e.g., multidisciplinary, interdisciplinary, transdisciplinary).

Performance assessments: None in addition to Common Core.

19060.8. The program requires the study of professionalism and ethical practices related to the education of students with gifts and talents, including:

- 1) Consumer and professional organizations, publications, and journals relevant to the field of gifted education.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19025 SPECIFIC LEARNING DISABILITIES

19025.1. The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students with specific learning disabilities, including:

- 1) The historical foundations and classic studies, including the major contributors and advocacy organizations, that undergird the growth and improvement of knowledge and practices in the field of education of individuals who have specific learning disabilities.
- 2) The evolution of the term specific learning disability as it relates to medicine, psychology, behavior, and education.
- 3) Current and past philosophies and theories guiding the field of education of individuals who have specific learning disabilities.
- 4) Future trends in the field of education of individuals who have specific learning disabilities.
- 5) The influence of major legislation that affects individuals who have specific learning disabilities and the influence on practice.
- 6) Current educational definitions of individuals with specific learning disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19025.2. The program requires the study of characteristics of learners who have specific learning disabilities, including:

- 1) The various etiologies of conditions affecting individuals with specific learning disabilities.
- 2) The medical factors influencing individuals with specific learning disabilities, including medication, nutrition, genetics, and neurology.
- 3) The psychological characteristics of individuals with specific learning disabilities, including intelligence, perception, memory, thinking skills, and language development.
- 4) The relationship between individuals with specific learning disabilities and other associated conditions, including attention deficit disorder, attention deficit with hyperactivity, and dyslexia.
- 5) The social/emotional aspects of individuals with specific learning disabilities, including social imperceptiveness, juvenile delinquency, and learned helplessness.

Performance assessments: None in addition to Common Core.

19025.3. The program requires the study of assessment, diagnosis, and evaluation of students with specific learning disabilities, including:

- 1) Specialized terminology used in the assessment of individuals who have specific learning disabilities.
- 2) Legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures with individuals who have specific learning disabilities.

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| <p>3) Specialized policies regarding referral and placement procedures for individuals who have specific learning disabilities.</p> | |
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The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19025.4. The program requires the study of instructional content and practice related to the teaching of students with specific learning disabilities, including:

- 1) The impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
- 2) The impact of language development on the academic and social skills of individuals with specific learning disabilities.
- 3) The impact of specific learning disabilities on auditory skills, including perception, memory, and comprehension.
- 4) The relationship between specific learning disabilities and reading instruction, including reading purpose, rate, accuracy, fluency, and comprehension.
- 5) The impact of social skills on the lives of individuals who have specific learning disabilities.
- 6) Sources of specialized materials for individuals with specific learning disabilities.
- 7) Various test-taking strategies used by individuals with specific learning disabilities.
- 8) Alternatives for teaching skills and strategies to individuals with specific learning disabilities who differ in degree and kind of disability.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19025.5. The program requires the study of planning and managing the teaching and learning environment as noted in Common Core standard CC.5.

Performance assessments: None in addition to Common Core.

19025.6. The program requires the study of managing student behavior and social interaction skills as noted in Common Core standard CC.6. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19025.7 The program requires the study of managing student behavior and social interaction skills for students with specific learning disabilities, including:

- 1) Sources of unique services, networks, and organizations of individuals with specific learning disabilities, including career/vocational support.

Performance assessments: None in addition to Common Core.

19025.8 The program requires the study of professionalism and ethical practices related to the teaching of students with specific learning disabilities, including:

- 1) Consumer and professional organizations, publications, and journals relevant to the field of specific learning disabilities.

<p>The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.</p>	
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19005 MENTAL RETARDATION

19005.1. The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students mental retardation, including:

- 1) Current educational definitions of students/individuals mental retardation, including identification criteria, labeling issues, and current incidence and prevalence figures.
- 2) Major perspectives on the definition/etiology of mental retardation.
- 3) Continuum of placement and services available for students with mental retardation.
- 4) The historical foundations and classic studies, including the major contributors, that undergird the growth and improvement of knowledge and practices in the field of mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19005.2. The program requires the study of characteristics of learners mental retardation, including:

- 1) Causes and theories of intellectual disabilities and implications for prevention.
- 2) Medical aspects of intellectual disabilities and their implications for learning.
- 3) Medical complications and implications for student support needs, including seizure management, tube feeding, catheterization, and CPR.

4) Psychological characteristics of students with mental retardation, including cognition, perception, memory, and language development.

5) The social-emotional aspects of mental retardation, including adaptive behavior, social competence, social isolation, and learned helplessness.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19005.3. The program requires the study of assessment, diagnosis, and evaluation of students mental retardation, including:

1) Legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures with students mental retardation.

2) Specialized terminology used in the assessment of students with mental retardation.

3) Conditions and assessment instruments that ensure maximum performance for students with mental retardation.

4) Adaptive behavior assessment.

5) Specialized policies regarding referral and placement procedures for students with mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19005.4. The program requires the study of instructional content and practice related to the teaching of students mental retardation, including:

- 1) Sources of specialized materials for students mental retardation.
- 2) Assistive devices for individuals with special needs.
- 3) Approaches to create positive learning environments for individuals with special needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19005.5. The program requires the study of planning and managing the teaching and learning environment for students mental retardation, including:

- 1) Model programs, including career/vocational and transition, that have been effective for individuals with mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Structure the physical environment to provide optimal learning for students with mental retardation.
- Demonstrate the ability to teach students with mental retardation in a variety of placement settings.

19005.6. The program requires the study of managing student behavior and social interaction skills for students mental retardation, including:

1) Theories of behavior problems in individuals with mental retardation, including self-stimulation and self-abuse.

2) Impact of multiple disabilities on behavior.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19005.7. The program requires the study of communication and collaborative partnerships related to the needs of students with mental retardation / developmental disorders, including:

1) Sources of unique services, networks, and organizations for students/individuals with mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19005.8. The program requires the study of professionalism and ethical practices related to the education of students mental retardation, including:

1) Consumer and professional organizations, publications, and journals relevant to the field of mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19065 PHYSICAL AND HEALTH DISABILITIES

19065.1. The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students with physical and health disabilities, including:

- 1) Current educational definitions of individuals with physical and health disabilities including identification criteria, labeling issues, and current incidence and prevalence figures.
- 2) Historical foundations and classic studies, including the major contributors, that undergird the growth and improvement of knowledge and practices in the field of special education and related services for individuals with physical and health disabilities and their families.
- 3) Contemporary issues in special education and related services for individuals with physical and health disabilities and their families.
- 4) Laws, regulations, and policies related to the provision of specialized health care in the educational setting.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19065.2. The program requires the study of characteristics of learners with physical and health disabilities, including:

- 1) Implications of physical and health disabilities on psychosocial, educational, vocational, and leisure outcomes for individuals, families, and society.

- 2) Generic medical terminology used to describe the impact of physical and health disabilities.
- 3) Etiology and characteristics of physical and health disabilities across the life span.
- 4) Secondary health care issues that accompany specific physical and health disabilities.

Performance assessments: None in addition to Common Core.

19065.3. The program requires the study of assessment, diagnosis, and evaluation of students with physical and health disabilities, including:

- 1) Specialized terminology used in the assessment of individuals with physical and health disabilities.
- 2) Legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures of individuals with physical and health disabilities.
- 3) Specialized policies regarding referral and placement procedures for students with physical and health disabilities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19065.4. The program requires the study of instructional content and practice related to the teaching of students with physical and health disabilities, including:

- 1) Research-supported instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of

students with physical and health disabilities.

- 2) Sources of specialized materials, equipment, and assistive technology for students with physical and health disabilities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19065.5. The program requires the study of planning and managing the teaching and learning environment for students with physical and health disabilities, including:

- 1) School setting adaptations necessary to accommodate the needs and abilities of individuals with physical and health disabilities.
- 2) Appropriate use of assistive devices to meet the needs of individuals with physical and health disabilities.
- 3) Specialized health care practices, first aid techniques, and other medically relevant interventions necessary to maintain the health and safety of students in a variety of educational settings.
- 4) Common environmental and personal barriers that hinder accessibility and acceptance of individuals with physical and health disabilities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19065 .6. The program requires the study of managing student behavior and social interaction skills for students with physical and health disabilities, including:

- 1) Communication and social interaction alternatives for individuals who are non-speaking.

Performance assessments: None in addition to Common Core.

19065 .7. The program requires the study of communication and collaborative partnerships related to meeting the needs of students with physical and health disabilities, including:

- 1) Sources of unique services, networks, and organizations for individuals with physical and health disabilities.
- 2) Roles and responsibilities of school-based medical and related services personnel (physical and occupational therapists, adapted physical education specialists, etc.)
- 3) Roles and responsibilities of community-based medical and related services personnel (physicians, prosthetics, rehabilitation engineers, etc.).

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19065.8. The program requires the study of professionalism and ethical practices related to the needs of students with physical and health disabilities, including:

- 1) Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with physical and health disabilities.

- 2) Consumer and professional organizations, agencies, publications, and journals relevant to the field of physical and health disabilities.
- 3) Types and transmission routes of infectious disease.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19045 VISUAL IMPAIRMENT

19045.1. The program requires the study of philosophical, historical, and legal foundations of special education related to students with visual impairment, including:

- 1) Federal entitlements (e.g., American Printing House for the Blind Quote Funds) that relate to the provision of specialized equipment and materials for learners with visual impairments.
- 2) Historical foundations for education of children with visual impairments, including the array of service options.
- 3) Current educational definitions of students with visual disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19045.2. The program requires the study of characteristics of learners with visual impairment, including:

- 1) Normal development of the human visual system.
- 2) Basic terminology related to the structure and function of the human visual system.
- 3) Basic terminology related to diseases and disorders of the human visual system.
- 4) Development of secondary senses (hearing, touch, taste, smell) when the primary sense is impaired.
- 5) The effects of a visual impairment on early development (motor system, cognition, social/emotional interactions, self-help, language).

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| <ul style="list-style-type: none">6) The effects of a visual impairment on social behaviors and independence.7) The effects of a visual impairment on language and communication.8) The effects of a visual impairment on the individual's family and the reciprocal impact on the individual's self-esteem.9) Psychosocial aspects of a visual impairment.10) Effects of medications on the visual system.11) The impact of additional exceptionalities on students with visual impairments. <p>Performance assessments: None in addition to Common Core.</p> <p>19045.3. The program requires the study of assessment, diagnosis, and evaluation of students with visual impairment, including:</p> <ul style="list-style-type: none">1) The impact of visual disorders on learning and experience.2) Specialized terminology used in assessing individuals with visual impairments, both as it relates to the visual system and in areas of importance.3) Ethical considerations and legal provisions, regulations, and guidelines (federal, state/provincial, and local) related to assessment of students with visual impairments (including the legal versus functional definitions of blindness and low vision).4) Specialized policies regarding referral and placement procedures for students with visual impairments. | |
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| <ol style="list-style-type: none">5) Procedures used for screening, prereferral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.6) Alternative assessment techniques for students who are blind or who have low vision.7) Appropriate interpretation and application of scores obtained as a result of assessing individuals with visual impairments.8) Relationships among assessment, IEP development, and placement as they affect vision-related services. | |
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The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19045.4. The program requires the study of instructional content and practice related to the teaching of students with visual impairment, including:

- 1) Methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments, including:
 - Braille reading and writing.
 - Handwriting for students with low vision and signature writing for students who are blind.
 - Listening skills and compensatory auditory skills.
 - Typing and keyboarding skills.
 - The use of unique technology for individuals with visual impairments.

<ul style="list-style-type: none"> • The use of alternatives to nonverbal communication. <ol style="list-style-type: none"> 2) Methods to acquire disability-unique academic skills, including: <ul style="list-style-type: none"> • The use of an abacus. • The use of a talking calculator. • Tactile graphics (including maps, charts, tables, etc.) • Adapted science equipment. 3) Methods for the development of basic concepts needed by young students who do not learn visually. 4) Methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and non-optical devices. 5) Methods to develop alternative reasoning and decision-making skills in students with visual impairments. 6) Methods to develop alternative organization and study skills for students with visual impairments. 7) Methods to prepare students with visual impairments for structured precane orientation and mobility assessment and instruction. 8) Methods to develop tactual perceptual skills for students who are or will be primarily tactual learners. 9) Methods to teach human sexuality to students with visual impairments, using tactual models that are anatomically accurate. 10)Methods to develop adapted physical and recreation skills for individuals with visual impairments. 11)Methods to develop social and daily living skills that are normally learned or reinforced by visual means. 	
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| <p>12) Strategies for developing career awareness in and providing vocational counseling for students with visual impairments.</p> <p>13) Strategies for promoting self-advocacy in individuals with visual impairments.</p> <p>14) Functional life skills instruction relevant to independent, community, and personal living and employment for individuals with visual impairments including:</p> <ul style="list-style-type: none">• Methods for accessing printed public information.• Methods for accessing public transportation.• Methods for accessing community resources.• Methods for acquiring practical skills (e.g., keeping personal records, time management, personal banking, emergency procedures). <p>15) Sources of specialized materials for students with visual impairments.</p> <p>16) Techniques for modifying instructional methods and materials for students with visual impairments, and assisting classroom teachers in implementing these modifications.</p> | |
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The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19045.5. The program requires the study of planning and managing the teaching and learning environment for students with visual impairment, including:

- 1) A variety of input and output enhancements to computer technology that address the specific access needs of students with visual impairments in a variety of environments.
- 2) Model programs, including career-vocational and transition, that have been effective for students with visual impairments.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19045.6. The program requires the study of managing student behavior and social interaction skills for students with visual impairment, including:

- 1) Teacher attitudes and behaviors that affect the behaviors of students with visual impairments.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19045.7. The program requires the study of communication and collaborative partnerships related to the education of students with visual impairments, including:

- 1) Strategies for assisting parents and other professionals in planning appropriate transitions for students who have visual impairments.
- 2) Sources of unique services, networks, and organizations for students with visual impairments.
- 3) Roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides) or who provide special materials to them.

- 4) Need for role models who have visual impairments, and who are successful.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19045.8.

The program requires the study of professionalism and ethical practices related to the teaching of students with visual impairment, including:

- 1) Consumer and professional organizations, publications, and journals relevant to the field of visual impairment.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19055 SPECIAL EDUCATION STRATEGIST

19055.1. The program requires the study of philosophical, historical, and legal foundations of special education related to teaching students with disabilities in individualized general curriculums, including:

- 1) Current educational terminology and definitions of individuals with disabilities* including the identification criteria and labeling controversies, using professionally accepted classification systems, and current incidence and prevalence figures.
- 2) Evolution and major perspectives from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities*
- 3) Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare.
- 4) The historical foundations, philosophies, theories and classic studies including the major contributors, and major legislation that undergird the growth and improvement of knowledge and practice in the field of special education.
- 5) The legal system to assist individuals with disabilities*.
- 6) Continuum of placement and services, including alternative programs available for individuals with disabilities*.
- 7) Laws, regulations, and policies related to the provision of specialized health care in the educational setting.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19055.2. The program requires the study of characteristics of learners with disabilities (including MR, ED, and SLD) in individualized general curriculums, including:

- 1) Physical development, physical disabilities, and health impairments as they relate to the development and behavior of individuals with disabilities*.
- 2) Effects of dysfunctional behavior on learning, and the differences between emotional disturbance and other disabling conditions.
- 3) Various etiologies and medical aspects of conditions affecting individuals with disabilities*.
- 4) Psychological and social-emotional characteristics of individuals with disabilities*.
- 5) Common etiologies and the impact of sensory disabilities on learning and experience.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19055.3. The program requires the study of assessment, diagnosis, & evaluation of students with disabilities in individualized general curriculums, including:

- 1) Specialized terminology used in the assessment of individuals with disabilities*.

- 2) Legal provisions, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities*.
- 3) Specialized policies regarding screening, referral, and placement procedures for individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19055.4. The program requires the study of instructional content & practice related to teaching students with disabilities (including MR, ED, and SLD) in individualized general curriculums, including:

- 1) Sources of specialized materials for individuals with disabilities*.
- 2) Impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
- 3) Impact of language development on the academic and social skills of individuals with disabilities*.
- 4) Impact of disabilities on auditory skills.
- 5) Relationship between disabilities and reading instruction.
- 6) Impact of social skills on the lives of individuals with disabilities*.
- 7) Varied test-taking strategies.
- 8) Alternatives for teaching skills and strategies to individuals with specific learning disabilities who differ in degree and kind of disability.
- 9) Approaches to create positive learning environments for individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19055.5. The program requires the study of planning and managing the teaching and learning environment for students with disabilities (including MR, ED, and SLD) in individualized general curriculums, including:

- 1) Model career, vocational, and transition programs for individuals with disabilities*.
- 2) Issues, resources, and techniques used to integrate students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.
- 3) Appropriate use of assistive devices to meet the needs of individuals with disabilities*.
- 4) Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19055.6. The program requires the study of managing student behavior and social interaction skills for students with disabilities in individualized general curriculums, including:

- 1) Rationale for selecting specific management techniques for individuals with disabilities*.
- 2) Theories behind reinforcement techniques and their application to teaching individuals with disabilities*.

3) Theories of behavior problems in individuals with disabilities*, including self-stimulation and self-abuse.

4) Communication and social interaction alternatives for individuals who are nonspeaking.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19055.7. The program requires the study of communication and collaborative partnerships related to the teaching of students with disabilities in individualized general curriculums, including:

1) Sources of unique services, networks, and organizations for individuals with disabilities*, including career, vocational, and transition support.

2) Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to individuals with disabilities*.

3) Collaborative and consultative roles of special education teachers in the integration of individuals with disabilities* into the general curriculum and classroom.

4) Types and importance of information generally available from family, school officials, legal system, community service agencies.

- 5) Roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19055.8. The program requires the study of professionalism and ethical practices related to the teaching of students with disabilities in individualized general curriculums, including:

- 1) Consumer and professional organizations, publications, and journals relevant to individuals with disabilities*.
- 2) Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities*.
- 3) Types and transmission routes of infectious disease.
- 4) Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19070 INDIVIDUALIZED INDEPENDENCE CURRICULUM

19070.1. The program requires the study of philosophical, historical, and legal foundations related to teaching students in individualized independence curriculums, including:

- 1) Current educational terminology and definitions of individuals who would benefit most from an independence curriculum, including the identification criteria and labeling controversies, utilizing professional accepted classification systems and current incidence and prevalence figures.
- 2) Evolution and major perspectives from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities*.
- 3) The historic foundations, classic studies including the major contributors, and major legislation that grounds the growth and improvement of knowledge and practice in the field of education of individuals with disabilities*.
- 4) Continuum of placement and services available for individuals with disabilities*.
- 5) Laws, regulations, and policies related to the provision of specialized health care in the educational setting.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19070.2. The program requires the study of characteristics of learners with disabilities that would benefit most from an individualized independence curriculum, including:

- 1) Physical development, physical disabilities, sensory disabilities, and health impairments as they relate to the development and behavior of individuals who would benefit most from a functional independence curriculum.
- 2) The various etiologies and medical aspects of conditions affecting individuals with disabilities*.
- 3) Psychological and social-emotional characteristics of individuals with disabilities*.
- 4) Medical complications and implications for student support needs, including seizure management, tube feeding, catheterization, and cardiopulmonary resuscitation (CPR).

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19070.3. The program requires the study of assessment, diagnosis, and evaluation of students in individualized independence curriculums, including:

- 1) Specialized terminology used in the assessment of individuals who would benefit most from a functional independence curriculum as they relate to levels of support needed.

- 2) Legal provisions, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities* as they relate to levels of support needed.
- 3) Specialized policies regarding screening, referral, and placement procedures for individuals who would benefit most from a functional independence curriculum as they relate to levels of support needed.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19070.4. The program requires the study of instructional content and practice related to teaching students with disabilities in individualized independence curriculums, including:

- 1) The sources of specialized materials, equipment, and assistive technology for individuals with disabilities*.
- 2) The impact of language development on the academic and social skills of individuals with disabilities*.
- 3) The impact of disabilities on auditory skills of individuals with disabilities*.
- 4) The impact of social skills on the lives of individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19070.5. The program requires the study of planning and managing the teaching and learning environment for students with disabilities in individualized independence curriculums, including:

- 1) Model career, vocational, and transition programs for individuals with disabilities* who are most likely to make progress in a functional independence curriculum.
- 2) Issues, resources, and techniques used to integrate students in a functional independence curriculum into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers.
- 3) Appropriate use of assistive devices to meet the needs of individuals with disabilities*.
- 4) Specialized health care practices, first-aid techniques, and other medically relevant
- 5) interventions necessary to maintain the health and safety of individuals with disabilities in a variety of educational settings.
- 6) Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19070.6. The program requires the study of managing student behavior and social interaction skills for students in individualized independence curriculums, including:

- 1) Rationale for selecting specific management techniques for individuals with disabilities*.
- 2) Continuum of alternative placements and programs available to individuals with disabilities*; state, provincial, and local services available; and the advantages and disadvantages of placement options and programs within the continuum of services.
- 3) Theories behind reinforcement techniques and their applications for teaching individuals with disabilities*.
- 4) Theories of behavior problems in individuals with disabilities*, including self-stimulation and self-abuse.
- 5) Impact of multiple disabilities on behavior and learning.
- 6) Communication and social interaction alternatives for individuals who are nonspeaking.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19070.7. The program requires the study of communication and collaborative partnerships related to teaching students in individualized independence curriculums, including:

- 1) Sources of unique services, networks, and organizations for individuals with disabilities*, including career, vocational, and transition support.

- 2) Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to individuals with disabilities*
- 3) Collaborative and/or consultative roles of the special education teachers and paraeducators in the integration of individuals with disabilities* into general classrooms.
- 4) Types and importance of information generally available from family, school officials, legal system, community service agencies.
- 5) Roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19070.8. The program requires the study of professionalism and ethical practices related to teaching students in individualized independence curriculums, including:

- 1) Consumer and professional organizations, publications, and journals relevant to individuals with disabilities*.
- 2) Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities*.

3) Types and transmission routes of infectious disease.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19015 SPECIAL EDUCATORS (ADVANCED)

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline. Institutions are not restricted to using the examples listed, but may develop others that demonstrate candidates' ability to apply what they have learned in the P-12 school setting.

The following standards apply to advanced programs preparing special educators for elementary and secondary schools. Programs delivered at the graduate level must address the Common Core and the applicable specialization area special education standards, and must meet the following requirements for Advanced Programs in Special Education.

19015.1 The program curriculum is advanced in rigor and results in advanced knowledge, skills, and dispositions in teaching students with special needs. The program reflects consideration of the National Board for Professional Teaching Standards (NBPTS), the Council for Exceptional Children (CEC), and the National Council for the Accreditation for Teacher Education (NCATE) standards for advanced study.

Evidence that the course work is advanced in nature may include:

- Evidence that the program meets the institution's criteria for advanced studies.
- Information explaining the degree to which the advanced

courses are open to undergraduates.

19015.2 The program provides candidates with advanced knowledge and skill that parallels all requirement areas in the North Dakota Standards for Program Approval CC: Common Core standards for all special education teachers.

Performance assessments: See CC: Common Core examples.

19015.3 The program provides candidates with advanced knowledge and skill that parallels all requirement areas in the applicable special education area of the North Dakota Standards for Program Approval 8.11 being addressed (i.e. DH Deaf and Hard of Hearing, VI: Visual Impairment, MR: Mental Retardation, or ECSE: Early Childhood Special Education, etc.).

Performance assessments: See specialty area examples.

19015.4 The program requires candidates develop the ability to apply research and research methods relevant to the advanced field of study, including recent research-based knowledge, concepts, and analytical capabilities of the exceptional child specialty area. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

19015.5 The program requires observation and field practicum experience in elementary school, secondary school, or preschool settings appropriate to the exceptional child specialization area. Programs leading to initial licensure meet all state requirements for initial licensure, including student teaching in the specific area and grade level of licensure. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Performance assessments: None in addition to Common Core and specialty area requirements.

19015.6 The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.